

# Special Education Monitoring Report

## Continuous Improvement Monitoring Process (CIMP)

### Systems monitored 2003-2004 School Year

#### *“Statewide Summary Detail” by Indicator/Standards*

<u>Category</u>	<u>#</u>	<u>Indicator</u>	<u># of LEAs Requiring Improvement</u>
General Supervision	01	Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreement and other mechanisms?)	4
General Supervision	02	Eligible youth with disabilities in local juvenile and adult correctional facilities receive FAPE, and are offered the same rights under IDEA as children and youth with disabilities served by public agencies.	2
General Supervision	11	Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)	19
General Supervision	12	Pre-service and in-service training addresses the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities; including those with low incidence disabilities.	1
Early Childhood Transition	13	Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)	17 *
Early Childhood Transition	17	"Opportunities" for community based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity building.	5
Early Childhood Transition	18	What is the * percentage of children leaving Part C services to Part B services who are placed in inclusive pre- school or other integrated settings? {If significant change, it is due to change in formulas from year 1 to year 2.}	2
Parent Involvement	19	Positive results of surveys of parents who participate in program improvement activities, when available, increase.	6
Parent Involvement 20	20	Results of program improvement activities reflect the identified needs of parents of children with disabilities	14 *
Parent Involvement	21	Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.	4
Parent Involvement	22	Parents and staff are appropriately informed about parental rights and responsibilities	1
Parent Involvement	23	Parents are actively involved in decision making for their children	5
Parent Involvement	24	Do parents participate in the local self-assessment process, advisory panels, steering committees, etc.?	1
FAPE in the LRE	26	Children receive timely evaluations including children transitioning from Part C.	5
FAPE in the LRE	27	Children receive timely re-evaluations.	5

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FAPE in the LRE	28	Are high school *completion/exit rates (%) for children with disabilities comparable to completion rates for non-disabled children? Completion = G.E.D. a Certificate of Attendance, or a Sp. Ed. Diploma.	2
FAPE in the LRE	29	ESY Services are available across all categories & severalties of disability.	8
FAPE in the LRE	32	The *percentage of children with disabilities, eligible under Part B, receiving special education and related services in appropriate pre-school programs by their third birthday increases	3
FAPE in the LRE	33	Positive response to teacher and parent satisfaction surveys, when available, increase.*	2
FAPE in the LRE	34	Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?	5
FAPE in the LRE	36	Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?	5
FAPE in the LRE	38	Training in positive behavioral interventions is provided to address identified needs.	7
FAPE in the LRE	39	Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.*	11 *
FAPE in the LRE	40	Training for implementing LRE is provided to address identified needs.	6
FAPE in the LRE	41	All placement options are available to meet the individual needs of children with disabilities.	1
Secondary Transition	42	Is the* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?	11 *
Secondary Transition	43	Is the drop out rate for youth with disabilities the same as that for youth without disabilities?	1
Secondary Transition	44	Is the percentage of youth with disabilities participating in post-secondary activities (e.g. employment, education, etc.) comparable to that of non-disabled students?	1
Secondary Transition	45	Available linkages to transition services providers not affiliated with the LEA increase.	4
Secondary Transition	46	Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?	4
Secondary Transition	47	Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.	8
Other Requirements	48	Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students	3
Other Requirements	49	Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.	4

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<b>Other Requirements</b>	<b>50</b>	Facilities that serve students with disabilities are comparable & accessible.	<b>12 *</b>